



**School and Society EDUC 2013**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**

**Syllabus**

Fall 2024

Bridwell Hall 205 Tuesdays and Thursdays 11:00 a.m.-12:20 p.m.

**Professor Information**

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Wednesday 10:00 a.m.-11:00 a.m.

\*\* Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

**Required Reading**

Sadker, D. M. (2022). *Teachers, Schools, and Society: A Brief Introduction to Education, 6th ed.*. New York, NY: McGraw-Hill Companies, Inc. ISBN-13:9781264169979

**Course/Catalog Description**

This course examines the role of the school in a democratic society with an emphasis on educational equity. Students will explore the reciprocal relationship of schools and society and the impact an understanding of student learning has on school structures. Additionally, students will practice observational research to develop their understanding of how students interact with one another, their school setting, and their learning.

## WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Objectives**

- Students will be able to explain and give examples of how changes in our country's political economy and ideology have impacted public schools.
- Each student will begin to build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.
- Students will be able to explain and give examples of instructional techniques effective with all learners.
- Each student will be able to explain and give examples from the Texas Pedagogy and Professional Responsibility Standards (EC-Grade12).
- Students will be able to explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.
- Students will promote learner-centered instruction as preferable to teacher centered instruction.
- Each student will "sell" the desirability of equity in the classroom. Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

### **Content**

- This course is an introduction to the teaching profession and the role of the school in a democratic society with an emphasis on educational equity for all students.
- Specifically students will understand how schools are influenced and developed as a reflection of society while also cultivating and changing that same society.
- Students will learn how schools respond to federal, state and local expectations of constituents.
- Students will evaluate the role of school systems in the nation's place in a global economy in light of federal, state and local objectives/outcomes.
- Students will gain an understanding of social issues of poverty, inequality in race and gender, and educational discrimination.

- Students will compare the historical context/rationale of the public educational system in relation to current trends.
- Students will analyze the role of curriculum, assessment and instructional practice in relation to global, federal, state and local governance expectations.

### **Assessment**

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and lesson plans relating to bilingual content methods and assessment.

### **Grading Procedures**

#### **Grades**

<b>A 1030 - 1150</b>	<b>Work is outstanding and exemplary</b>
<b>B 915-1029</b>	<b>Work that is above the minimum requirements</b>
<b>C 850-914</b>	<b>Work meets expected level of performance for most students</b>
<b>D 680-949</b>	<b>Work that falls short of minimum criteria</b>
<b>F 679 or below</b>	<b>Work that falls well below the expected level of performance for most students</b>

### **Assignments**

#### **Class Participation 100 points**

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, additional readings may be assigned by the course instructor.

#### **Reading Quizzes 550 points (11 quizzes @ 50 points each)**

For every chapter, students will complete an online reading quiz rather than the reading check written assignment. The quiz must be completed before class the day it is due.

**Philosophy of Education Statement 100 points**

During this semester you will be required to write a Philosophy of Learning Statement. By writing the statement, you will briefly explore your thoughts and ideas concerning learning and how it "happens" in schools. It will also reflect the results of a brief survey you will take that will assess what learning styles that you are associated with relative to the answers you provide to the questions.

**Video Observations Report 100 points**

This assignment is a course requirement and, thus, must be completed to receive credit for this course. For this assignment, you will need to watch the videos linked in D2L and then, following the instructions and rubric found in D2L, write a detailed report about each of the videos.

**Letter to the Editor 100 points**

This assignment will involve crafting an editorial as if you were sending it to newspaper or other periodical publication about an issue of education about which you wish to make a point or see a change. It will be graded on a series of qualifications:

**Ethics Quiz 100 points**

To provide educators with a case study on poor ethical choices, the TEA developed four training modules in the style of "The Office" to display extreme behaviors that are not tolerated as an education professional. Students are required to watch all of the ethics training videos and complete the Ethics Quiz in D2L.

**Final Exam 100 points**

This course will have a comprehensive final. The final will be available online the last week of class.

## **Attendance Policy**

You are expected to complete all coursework and fully participate in the online course.

## **Other Class Policies**

- **Disability Support** - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- **Academic Honesty Policy** - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- **Professionalism Policy** - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- **Late Assignment Policy** - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- **Americans with Disabilities Act**-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- **Plagiarism Statement**-“By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

- Refund and Repayment Policy- A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).
- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).
- Campus Carry Rules/Policies Refer to: [Campus Carry Rules and Policies](#)
- Smoking/Tobacco Policy- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

- **Campus Carry-** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- **Active Shooter-** The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)
- **Obligation to Report Sex Discrimination under State and Federal Law-** Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator: Sunwatcher Village Clubhouse 940-397-4213 [laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu) You may also file an online report 24/7 at [Online Reporting Form](#) Should you wish to visit with someone about your



experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

- **Grade Appeal Process-** Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog
- **Changes in the course syllabus, procedure, assignments, and schedule** may be made at the discretion of the instructor.
- **Inclement Weather-** In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens.
- **Please note:** By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.